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ABSTRACT

Activities in this unit are designed to sensitize students in grades 4-6 to the needs of animals and to the injustices many species suffer. The lessons focus on inhumane acts such as the use of steel-jaw traps, dogfighting, hunting, keeping exotic pets in captivity, using animals in entertainment, habitat destruction, factory farming, and animal experimentation. Materials include a class rating scale, student questionnaire, vocabulary worksheet, crossword puzzle, word jumble, secret code, student research report, letter-writing exercise, and sample petitions. Teaching plans are provided for a total of 12 lessons involving health sciences, social studies, math, and language arts. A teacher's answer key and suggested resources are also provided. (LH)

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DO ANIMALS HAVE RIGHTS?

TEACHER'S PACKET

(for 4th, 5th & 6th grades)

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PENINSULA HUMANE SOCIETY

A NON-PROFIT ANIMAL WELFARE ORGANIZATION SERVING ALL OF SAN MATEO COUNTY

12 AIRPORT BOULEVARD SAN MATEO, CALIFORNIA 94401

(415) 573-3720

Dear Teacher,

The animal welfare movement has grown in numbers and sophistication in the past decade and the Peninsula Humane Society is in the forefront of this movement.

In the past, our humane education school programs focused on pet care only. We have broadened our scope, however, and are now addressing all animal welfare issues -- from endangered species to factory farming to animal research.

We want to change the status of animals in our society. In order to accomplish this, it's important that we reach children at an early age to educate and sensitize them to the needs of all animals and to the injustices many species suffer. Each child reached will be one less who will be cruel and one more who will help the animals.

We look forward to the day when the Peninsula Humane Society can close its doors permanently, when we can put ourselves out of business because we won't have cruelty cases to investigate or unwanted animals to destroy. The responsibility lies with each of us to be advocates for the animals. We can achieve our goal of being a truly HUMANE society if we act with compassion and sensitivity toward life -- and teach our children to do the same.

The philosophy of your teacher's packet, "Do Animals Have Rights?", is that all animals have an inherent right to life. We will continue to work for that right. Help us turn the 1980s into the decade of animal rights -- we can't do it without your help.

Sincerely,

Kim Sturla

Kim Sturla, Manager
Education/Public Information

Dorothy Sammut-Tovar

Dorothy Sammut-Tovar
Humane Educator

FOOD FOR THOUGHT

BUT MEN AND OTHER CREATURES ARE ANIMALS, ESSENTIALLY ALIKE

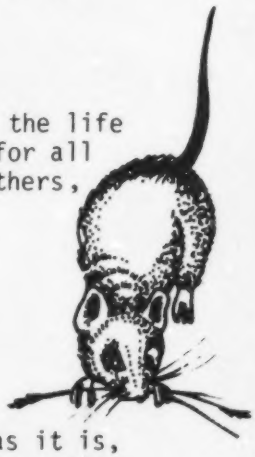
"In a world where we must recognize that both men and other creatures are animals, that we are essentially alike, there is no logical justification for granting absolute value to human life and absolutely no value to animal life."

- Stephen Burr
Should Animals Have Legal Rights? (1977)

IT'S HARDER TO LIVE FOR OTHERS, ALSO RICHER AND HAPPIER

"I am life which wills to live. Life outside a person is an extension of the life within him. This compels him to be part of it and accept responsibility for all creatures great and small. Life becomes harder for us when we live for others, but it also becomes a richer and happier life."

- Albert Schweitzer
The Ethic of Reverence for Life



MENTAL DIFFERENCE BETWEEN MEN AND ANIMALS IS A MATTER OF DEGREE

" ..... The difference in mind between man and the higher animals, great as it is, certainly is one of degree and not kind .... the senses and intuitions, the various emotions and faculties, such as love, memory, attention, curiosity, imitation, reason, etc., of which man boasts, may be found in an incipient, or even sometimes in a well-developed condition, in the lower animals."

- Charles Darwin
The Descent of Man

OF SLEEPING: OF KNOWING: OF KNOWING ONE'S KNOWLEDGE

"The inorganic is life that sleeps, the plant is life that feels, the animal is life that knows, and man is life that knows that it knows.

- Brihadaranyaka
from the Upanishads

THE QUESTION IS CAN THEY SUFFER?

"The French have already discovered that the blackness of the skin is no reason why a human being should be abandoned without redress to the caprice of a tormentor. It may come one day to be recognized, that the number of legs, the villosity of the skin, or the termination of the *os sacrum*, are reasons equally insufficient for abandoning a sensitive being to the same fate. What else is it that should trace the insuperable line? Is it the faculty of reason, or, perhaps, the faculty of discourse? But a full-grown horse or dog is beyond comparison a more rational, as well as a more conversable animal, than an infant of a day, or a week, or even a month old. But suppose the case were otherwise, what would it avail? The question is not, *Can they reason?* nor, *Can they talk?* but *Can they suffer?*"

- Jeremy Bentham
The Principles of Morals and Legislation (1789)

STEEL-JAW TRAP

WHAT IS A STEEL-JAW TRAP?

A steel-jaw trap is a simple, metal device used to catch animals. It is set by positioning a trigger which is connected to a powerful spring which, in turn, is connected to a pair of steel jaws. Bait is frequently put around a set trap to lure unsuspecting animals. When an animal steps on the trigger of the trap, the spring is released and the jaws snap shut around the animal's leg with tremendous force.

WHY ARE THESE TRAPS A PROBLEM?

The most obvious problem with a steel-jaw trap is that it is extremely inhumane and non-selective (meaning it will snap shut upon whatever triggers it). It is not uncommon for a non-target wild animal, beloved family pet, or even an adult or child to unknowingly approach a trap which is purposely well camouflaged. Each year the Peninsula Humane Society's Animal Control Department receives many calls regarding family pets accidently caught in steel-jaw traps.

Once triggered, the jaws of the trap shut quickly around its victim's paw or leg. The tight tension of the grip prevents the animal from prying the jaws of the trap open. The animal instinctively twists, turns, and tugs at the trap, trying desperately to pull free. The flesh is torn, ligaments are ripped apart, bones are crushed or broken. The pain is excruciating and nothing can stop it. Often the desire to be free of the trap is so great that the animal will actually chew off its trapped foot to escape.

Sometimes a day, two days, or more may pass before exposure to weather conditions, predation, dehydration or hunger finally brings a prolonged agony to an end in death. Where the steel-jaw trap is concerned .... death rarely comes easily or swiftly.

Some statistics concerning the steel-jaw trap include:

- More than 11 million wild animals are trapped for their fur in the United States each year.
- An additional 14 million dogs, cats, birds and small animals are accidently caught in these traps annually.
- 87 out of every 100 animals trapped for fur are trapped with steel-jaw traps.
- 79% of Americans disapprove of the steel-jaw trap, according to a poll made by Dr. Stephen Kellert of Yale University.

WHO USES THE STEEL-JAW TRAP AND WHY?

The most obvious benefactors of this cruel device are people involved in the fur industry, the sport trapper who traps as a hobby and for pleasure, wildlife management officers who use traps for predator control, and farmers. Although there are many alternatives, including humane methods, the steel-jaw trap is the cheapest and easiest to obtain and operate. For example, anyone can get a trapping license in San Mateo County after meeting minimum requirements set by the Department of Fish and Game.

WHAT ARE THE SOLUTIONS TO THE STEEL-JAW TRAP?

The only real solution to the problems caused by the steel-jaw trap is to outlaw the use of this extremely inhumane device. In 1982, a bill in California was introduced by Assemblyman Farr which would have outlawed the use of the steel-jaw trap. Unfortunately, it failed. Hawaii, Massachusetts, Rhode Island, Florida, North Carolina and New Jersey have all either banned it entirely or placed severe restrictions on its use. More than 45 countries have banned the use of steel-jaw traps, including Bahrain, Bangladesh, Belize, Benin, Botswana, Brazil, British West Indies, Cameroun, Chile, Columbia, Costa Rica, Cuba, Denmark, Dominican Republic, England, Gambia, German Federal Republic, Ghana, Greece, Hong Kong, Hungary, India, Ireland, Israel, Jamaica, Jordan, Liechtenstein, Liberia, Malawi, Malaysia, Maldives, Mozambique, the Netherlands, Niger, Nigeria, Portugal, Scotland, Seychelles, Singapore, Sweden, Switzerland, Thailand, Trinidad and Tobago, Tunisa, and the United Arab Emirates.

HOW CAN STUDENTS HELP?

- Write individual letters to legislative leaders protesting the use of steel-jaw traps (see enclosed information sheet entitled "Become A Letter Writer ").
- Using the enclosed petition forms, copy enough forms for each classroom. Allow interested students to give a five to ten minute speech to each class informing them of the problems with the trap. Leave a petition in each classroom for each class to circulate and sign. Send completed petitions to the Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401.
- Get the entire school involved by designing posters and banners protesting the use of steel-jaw traps or the wearing of fur coats.
- Since the fur industry is the major user of steel-jaw traps, encourage students not to buy fur products, thus decreasing the market for the pelts.
- Educate others about these dangerous and inhumane traps. Spreading the word about this cruel trap will help others become aware of its dangers.

DOGFIGHTING

WHAT IS DOGFIGHTING?

Imagine yourself in an abandoned barn in a remote area waiting for the start of a typical dogfight "convention" (a schedule of several matches). The following is what you would most likely see .....

Two dogs are brought in by their handlers and placed in corners of the "pit" (usually a 20-foot square plywood ring, with a carpeted floor and two-and-a-half foot sides). The most commonly used dogs for this cruel sport are referred to as "pit bulls," a mixture of the American Staffordshire and/or bull terrier.

When the referee commands "Face your dogs," the handlers turn the animals around so that they can see each other. Then the referee yells, "Let go." The dogs rush at each other in an attempt to get a bite hold on each other. Some dogs go for the nose, throat, or ears. Others go for legs and the stomach.

The dogs rip and tear at each other. Blood spatters on the walls of the pit and the trousers of the referee. Hardly a sound is heard. The dogs rarely growl or bark. They are intent on chewing up their opponent. Once in awhile you can hear the sound of bones breaking.

Meanwhile, the spectators yell and scream for their favorites. "I'll take $100 on the red one," a spectator yells. Then, from across the pit, you might hear the reply, "You're on." Fifty and $100 bills are common denominations in ringside betting.

The blood bout goes on until one of the dogs no longer shows aggressive behavior by crossing the imaginary "scratch line" on the floor in the pit. Frequently a pit bull, carefully bred for aggressiveness, will continue to try to fight until it passes out or dies. Even dogs who win fights often die days or weeks later from their injuries. It is estimated that few dogs ever engage in more than three fights during their "careers." Many die after a single encounter.

WHY IS DOGFIGHTING A PROBLEM?

It seem obvious that dogfighting has all the elements of animal cruelty. It is one of the most deplorable, desensitizing pastimes ever contrived, so much so, that it is illegal in all 50 states and under federal law. Yet, despite this, dogfighting is increasing in the United States. Dogfighting takes place in all parts of the country and its proponents come from every level of society. Even in the Bay Area there have been reports of dogfighting.

Unfortunately, by the time reports of dogfights are received by law enforcement agencies or humane society representatives, it is usually too late. Security is tight, and spectators must go through several security checks before they are led to the site, which may not be chosen until shortly before the dogfight begins.

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But, of course, the overall injustice of organized dogfighting is that numerous dogs die unnecessarily -- and painfully -- each year. Insiders estimate that more than half the dogs involved in a fight die either in the pit or shortly after the fight because of wounds and internal injuries which means more than 1,500 dogs die each year because of dogfighting.

WHAT IS PRESENTLY BEING DONE TO STOP DOGFIGHTING?

The laws governing dogfighting vary greatly from state to state, and enforcement varies even more widely. The Federal Animal Welfare Act was amended in 1976 specifically to outlaw dogfighting and made it illegal to use the United States Postal Service to promote animal-fighting ventures. Fortunately, the California law prohibiting dogfighting is cited by the Humane Society of the United States "as being one of the nation's best."

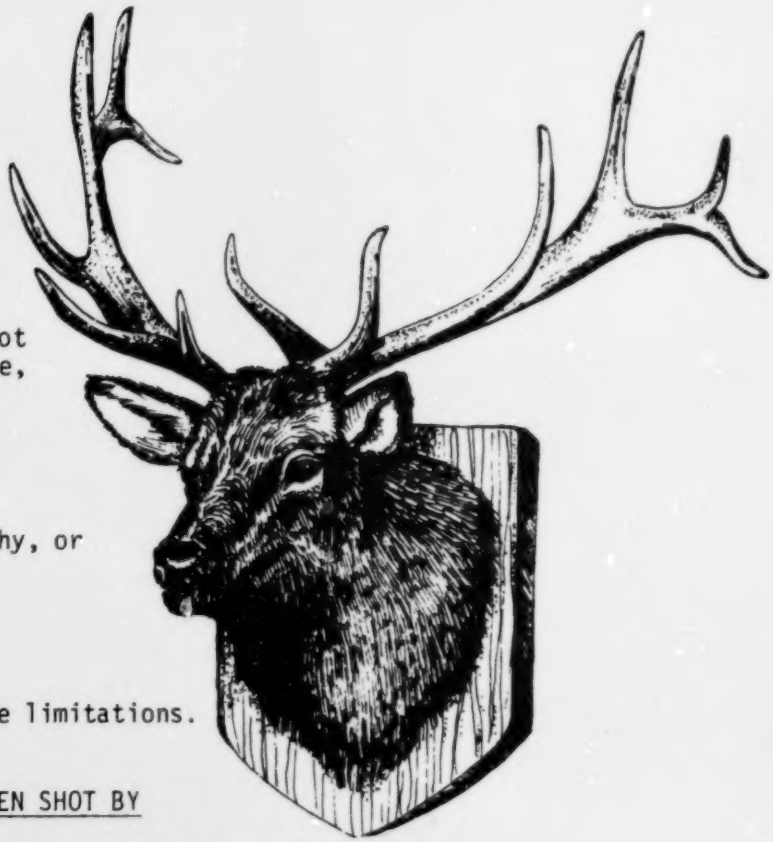
To help enforce the California dogfighting law, the Peninsula Humane Society's Animal Control Department continually follows up leads of dogfighting in San Mateo County. As an incentive, the Peninsula Humane Society offers a $10,000 reward to any person who reports information leading to the conviction of dogfighters.

Overall, law enforcement agencies' work is paying off. In 1981, the Humane Society of the United States helped put together successful dogfighting raids in at least five states, resulting in more than 100 arrests and 18 convictions, including the first conviction under the federal Animal Welfare Act.

HOW STUDENTS CAN HELP:

- Contact the Peninsula Humane Society IMMEDIATELY if you learn about or suspect an organized dogfight.
- Tell others why dogfighting is cruel and encourage them to report any knowledge of local dogfights to their local humane society and/or police department.

HUNTING



As a humane society, our goal is to eliminate or alleviate fear, pain and suffering for animals. Death of an animal by a hunter is not necessarily instantaneous, pain free, or justified.

WHY DO PEOPLE HUNT?

People hunt usually for sport, trophy, or food.

WHO CAN LEGALLY HUNT?

Just about anyone. There are no age limitations.

ARE ALL ANIMALS INSTANTLY KILLED WHEN SHOT BY HUNTERS?

The Journal of Wildlife Management stated that 35% of the total kill of animals by hunters are crippled. The humaneness of a hunting kill rests with each individual hunter. Not all hunters are excellent marksmen, nor do they all track a wounded animal to put it out of its misery.

WHAT TYPES OF ANIMALS ARE COMMONLY HUNTED IN THE UNITED STATES?

Deer, doves, quail, many species of ducks, rabbits, squirrels, pheasants, raccoons, and numerous others.

HOW MANY ANIMALS ARE KILLED EACH YEAR IN THE UNITED STATES BY HUNTERS?

That is hard to estimate, since many animal kills are not reported, and others are wounded and left to die. However, approximately 65 to 70 million animals are killed each year. A partial list of victims reveals:

2 million deer
5 million mallard ducks
20 million doves
Untold millions of rabbits, quail, squirrels, pheasants, and raccoons.

The following statement is from the Senate Commerce Committee Report on the Endangered Species Act of 1973: "The two major causes of extinction are hunting and destruction of habitat."

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IF HUNTING WAS ILLEGAL, WOULD ANIMALS OVERPOPULATE?

Wildlife are essentially density-dependent, which means their populations adjust to the available resources. They do this by a complex interaction of such variables as abundance of food, type of habitat, inter-species competition, social behavior and climatic conditions. All these variables control the number of females that become pregnant, the number and the size of litters, survival rate of the young, and the age at which the species become sexually mature.

ARE THERE EXAMPLES WHERE HUNTING HAS BEEN HALTED AND WILDLIFE HAS ADJUSTED WITHOUT ANY PROBLEM?

Yes. One example is the Hanford Reservation encompassing 600 square miles in eastern Washington state. Hunting was banned in 1943 and in the following 30 years, neither the populations of native deer nor those of their predators ha. irrupted.

WHAT CAN YOUR STUDENTS DO TO HELP?

--Shoot animals with a camera, not a gun. Your trophies will last for years and can be taken to school for everyone to view.

--Write letters to newspaper editors voicing concern about the killing of animals manipulated by the pro-hunting lobby.

--Be an animal missionary. Have your students do an art project on the pros and cons of hunting and display their work in the library or hallways.

FOOD FOR THOUGHT . . .

"Remember this always: In your lifetime, you will meet many non-hunters--men and women who have matured and stopped the nonsense. You will never meet a non-hunter who has matured into a hunter."

--Roger Caras

"I do not understand why anyone should want to shoot an eight-ounce mourning dove or a clapper rail simply because the bird is a moving target and the test of a man's quickness on the draw. I do not understand how anyone, for pleasure, should want to take particles of life from the common good, the common trust."

--Victor B. Scheffer

"When man wantonly destroys one of the works of man we call him Vandal. When he wantonly destroys one of the works of God we call him Sportsman."

--Joseph Wood Krutch

EXOTIC PETS

WHAT IS AN EXOTIC PET?

An exotic pet is a wild animal (non-domesticated) which is kept by a human as a "pet." Some common exotic pets are wolves, large cats, ferrets, raccoons, tarantulas, parrots, snakes, and various reptiles.

WHAT IS A DOMESTIC PET?

A domestic pet is a tame animal that has been domesticated for an extended period of time. For example, the dog was the first animal to be domesticated. The canine has been a pet for approximately 15,000 years and the domestic cat for about 8,000 years.

WHAT ARE SOME PROBLEMS AND DANGERS IN OWNING AN EXOTIC PET?

There are five major reasons for discouraging the ownership of exotic animals: the inherent cruelty of owning an animal whose natural history is totally alien to captivity; the unnecessary hunting of wild species for the pet trade; the danger of serious bites and scratches; the danger of poisonous bites; and the danger of disease and parasite transmission to humans and other animals.

WHY IS IT CRUEL TO THE WILD ANIMAL TO KEEP IT AS A PET?

It is difficult to duplicate the food and space requirements of wild species in captivity. If not bred in captivity (which many species aren't), mortality is extremely high from the moment of capture. Capture, separation and transportation are extremely stressful and most wild animals of any kind die prematurely as household pets.

A wild animal's needs and behavior evolved from thousands, sometimes millions, of years of adapting and testing. In the home setting, these adaptations are lost or ill-fitting. To dominate or tame an animal into obedience without the 15,000 years of domestication that the dog has known is to kill its primary attraction and fascination -- namely its wildness.

Often the person acquiring an exotic animal as a pet has good intentions, and does not realize the complexity of owning a wild animal. Exotic or wild animals are not adjusted to living closely with humans. Their reactions and reflexes to situations they do not understand are often violent, and thus, with their means of defense, they become destructive machines. In attempting to keep a wild animal, many owners have fangs and/or claws removed and then find the pet is still destructive or violently overreacts. Once the novelty wears off, or the animal becomes unmanageable, the owner faces a difficult situation and finds there is no one or place that will take the animal, and, too frequently, it must be euthanized.

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WHERE DO EXOTIC PETS COME FROM?

Most are taken from the wild and a few are bred in captivity. All animals imported into this country have less than a 50-50 chance of living a full life span; 60% die within a month; 20% die in the first year, and at the end of two years, only 10% are left alive (this includes mammals, birds, reptiles, etc.).

WHAT WILD ANIMAL DISEASES CAN BE TRANSMITTED TO HUMANS?

There are many disease problems associated with wild species. Some of the more common ones are tuberculosis, hepatitis, samonella, shigella infections, leptospirosis, rabies and others.

WHAT DO YOU NEED TO BE MORE CONCERNED WITH BITES FROM WILD ANIMALS RATHER THAN FROM DOGS?

There is a big difference between an animal that is tame and one that is domesticated. Exotic animals may learn to accept people, but the reflexes and learned behaviors from the wild are too deep-seated to be continuously controlled. All too often, the adult wild animal inflicts damaging bites and scratches because of human contact that should never have been allowed. We have all read of injuries caused by pet lions or ocelots.

WHY DO PEOPLE OWN WILD PETS?

Some people find a captive wild animal a link with the wild world for which they long. They find it easier to maintain a wild feline than to see it in its difficult and remote habitat. Others own wild pets as an expression of their own longing for power to control the life and destiny of a really wild animal, particularly of a species known to be dangerous. Many people believe they need to be different, and this may be the most common motivation of all. Most, unfortunately, don't have the welfare of the animal in mind.

WHAT ARE SOME LAWS AFFECTING EXOTIC PET OWNERSHIP?

The Animal Welfare Act comes closest to regulating the trade, but it applies only to exhibitors and, under the U.S. Department of Agriculture (USDA), its enforcement is noticeably lax. USDA inspectors, conditioned as they are to the livestock industries, are more concerned with the problems of the operators than those of the animals. Another part of the trade is regulated by the Endangered Species Act through U.S. Fish and Wildlife Service. But this law applies only to animals on the endangered list -- and then it applies only if the animal is moved in interstate commerce. Some cities have ordinances prohibiting residents to own certain animals but we do need stronger laws prohibiting private citizens from owning wild pets.

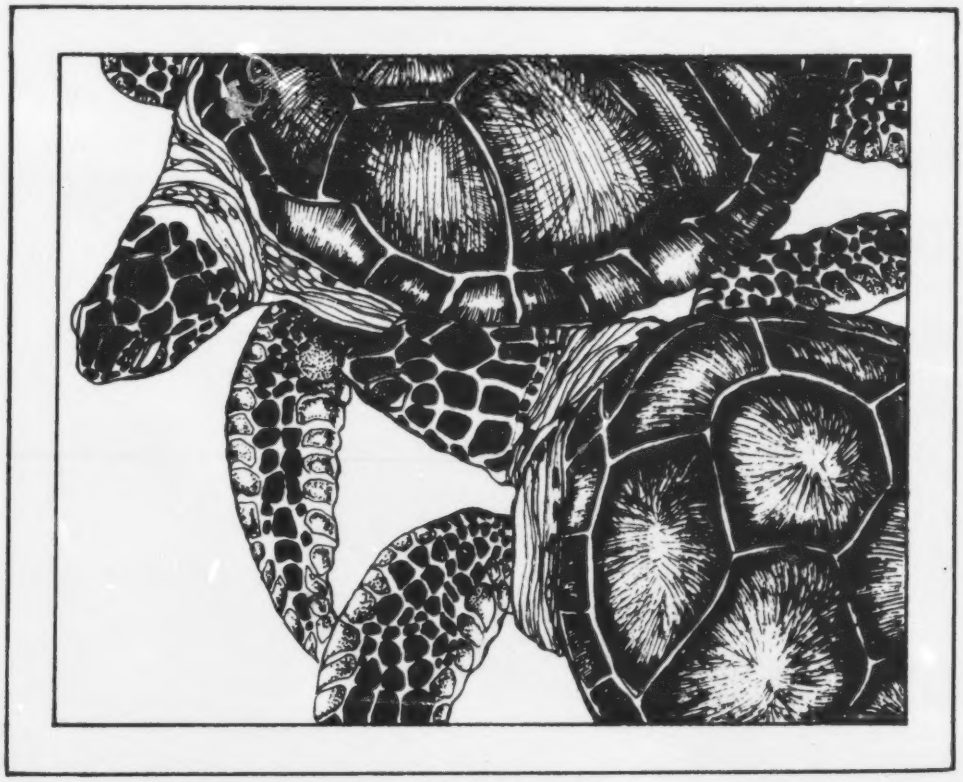
WHAT CAN YOUR STUDENTS DO TO HELP?

- Don't buy a wild animal -- especially exotic parrots and reptiles, since these are the most popular now and are easily acquired.
- Don't take wild creatures from their habitats (such as turtles, snakes, insects, and spiders). Observe them in their natural environment without disrupting their lives.

WHAT CAN YOUR STUDENTS DO TO HELP? (cont'd)

- Discourage friends and others from owning exotic pets and explain to them why.

GEORGE BERNARD SHAW was known for his love of plants and flowers. A visitor to his home remarked that he was surprised that there were not cut flowers set about the house. To this Shaw replied, "I love children too, but I do not cut off their heads and set them in vases." If you love wild things then let them remain so and join the fight to preserve their wild ways and places.



ANIMALS IN ENTERTAINMENT

WHAT ARE SOME EXAMPLES OF ANIMALS USED IN ENTERTAINMENT?

1) Rodeos: Rodeos are a multi-million dollar business which uses inhumane devices and techniques to achieve maximum performance from the animals, particularly horses and bulls. For example: electric prods are often used to bring the horses and bulls out of their chutes wildly; bucking straps are pulled tightly around the animals' genital and lower intestinal area, resulting in pain and the hysterical bucking action.

   Calves are also victims of rodeos. Calves traveling at speeds of up to 27 miles per hour are roped and slammed to the ground, sometimes severely injuring them and occasionally breaking their necks. Even if the calf is not seriously injured, the fear and trauma of being chased and lassoed must be considered a form of cruelty . . . especially for an animal that is still under a year old.

2) Bullfights: Bullfights usually take place outside of the United States, primarily in Mexico, Spain and Portugal. Despite this, the problem still should be a major concern for Americans, since a high percentage of spectators are American tourists.

   Spectators at a bullfight will witness the bull being taunted, teased and then killed with three-foot swords which are thrust down into the animal's lungs, something which often requires more than a single thrust. What spectators do not see is what takes place before the bull is let into the arena. As a means of purposely handicapping the bull, blobs of vaseline are sometimes placed in its eyes to blur its vision; cotton or wool may be stuffed up its nostrils to shorten its breath; it may be beaten with sandbags which will exhaust the bull, but leave no marks; and sometimes a broken knitting needle is placed in the genitals.

   Not only is the bull a victim of this cruel and barbaric custom, but spectators will also witness equally cruel treatment of two to three horses which are placed in the arena during the fight to distract the bull from the matador. Their eyes are bandaged so that they cannot see and their ears stuffed with cotton or wool so that they cannot hear the approach of danger. The heavy padding they wear only hides the injuries received during previous bullfighting events. Eventually, their ribs may be crushed or their legs broken. These horses die silently because their vocal cords are cut.

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Except for California, all our states ban bullfighting. California's legal bullfights are supposed to be bloodless, and held only as part of religious festivals. The bulls are not struck with the sharp lances used in Mexican and Spanish bullfighting, and they are not killed. However, the Peninsula Humane Society, along with other animal welfare organizations, oppose these fights because the animals are taunted and teased for the amusement of the crowds.

3) Horse Racing: Drug abuse cases in the horse racing circuit have become more and more widespread. The drugging problem has plagued racing since it was disclosed that Dancer's Image won the 1968 Kentucky Derby under the influence of a pain killer called butazolidin, better known as "bute." Therapeutic drugs, such as "bute," are still given to lame, sore, and unfit race horses just to keep them going for a few more races. Illegal drugs (narcotics, stimulants, and depressants) are also used to affect the performance of horses who show no physical problems. It is estimated that the number of crippling injuries that forced destruction of race horses have doubled from 30 to 60 a year after the legalization of "bute." It is further estimated that as many as half the horses running are drugged with something.

According to horse protection organizations and veterinarians, another common problem with the horse racing circuit is that many race horses start racing before they are 2 years old and no horse 2 years old or younger should be running a race at all--its bones are not yet strong enough to stand the strain.

4) Circuses: For a proper perspective on circuses, it is important to distinguish between two different types. The first type is the major circus which travels to large cities and sets up in an arena or other indoor structure. It performs at one location for several days. This operation usually has a core of permanent personnel, is well organized, and financially sound. As a result, it has the ability to provide its animals with proper handling, balanced diets, and routine medical care. By these standards, however, there are only a couple of major circuses in the United States.

Far more common is the second type of circus, the traveling tent show or so-called mud show. These shows perform in a new place every day and can cover up to 150 towns in an eight-month season. They hire people as needed, are loosely organized, and financially unsound. Due to these factors--particularly the financial problem--they are usually unable to provide even basic necessities for their animals. The ventilation and availability of nutritious food and clean water are often very poor. They are subjected to high amounts of stress and forced to perform unnatural and dangerous stunts, such as: lions jumping through hoops of fire, bears riding motorcycles, and tigers riding on the backs of horses. To achieve these stunts, the animals often are subjected to inhumane and drastic training tactics and fear. Medical attention is virtually non-existent because finances usually don't allow for it. When they do, it is not easy to find a veterinarian who is familiar with the medical problems of exotic animals, and then, the travel schedule allows for only one brief visit. Sick animals, therefore, are dragged all over the country. The animals are used like the batteries in a flashlight. When they are no longer able to perform, they are disposed of and replaced. The rule among circuses seems to be: Do only what is necessary to keep them alive - no more!

5) Roadside zoos: A roadside zoo is a menagerie. Unlike a zoological garden, roadside zoos are run by amateurs whose prime motives are economic. There exists no emphasis on educational programs for the public, few informational signs or graphics, or breeding programs for various animals. Zoological gardens are operated by professionals who provide proper food, housing and medical care for the animals. In addition, they provide an environment for breeding rare and endangered species.

The concern for the welfare of animals and a dedication to learning and wildlife conservaton is what distinguishes the zoological garden from the roadside zoo.

Some of the common problems of roadside zoos are inadequate and crowded housing, poor diets, lack of proper medical care and filthy conditions. Many of these prisons are found adjacent to commercial enterprises and others are still run by cities that are apathetic about animals.

We would like to see all roadside zoos closed and zoological gardens continually working to improve their facilities for the animals. The only justification there is to having animals in cages for the public to observe is if the animals are used primarily for educational purposes--extensive education programs for children and adults, information displays, breeding programs for rare and endangered species and behavioral research programs--only then should we have zoos. We should view zoo animals as the "ambassadors" for their species.

WHY ARE THESE FORMS OF ENTERTAINMENT CONSIDERED TO BE INHUMANE?

Once a person actually knows how many animals in entertainment are treated behind the scenes, it becomes obvious why these practices are considered inhumane and inexcusable.

Rodeos, bullfights, horse racing, circuses and roadside zoos typically teach nothing about the natural behavior of the animals. Instead, they completely divorce animals from nature and give a distorted portrayal of their behavior.

Animals used in entertainment are treated as "objects" which are used only to achieve profit. No animal, whether human or another species, should be subjected to taunting, teasing, ridicule, fear, drugs, unnatural living conditions or rigorous training. Such exploitation of animals will never give the public respect for wild animals and a commitment to their conservation.

WHAT CAN YOU AND YOUR STUDENTS DO TO HELP?

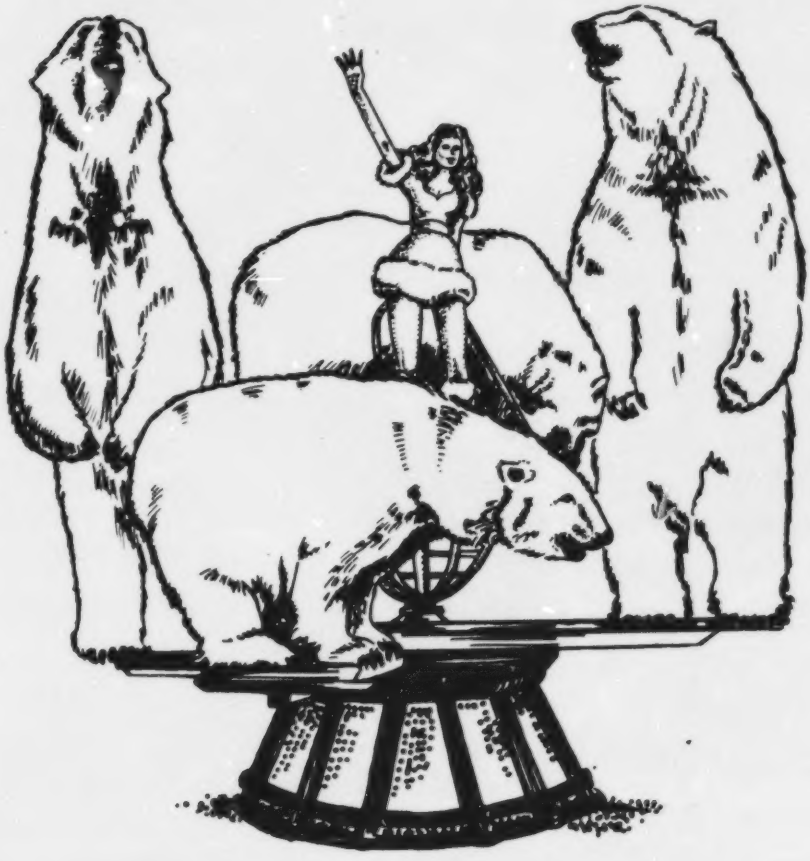
--Boycott local rodeos, horse races, circuses, and other so-called entertainment which exploits animals, as well as bullfights when traveling to countries where they are held (mainly Mexico and Spain).

--Report any incidents of animal cruelty or unsanitary conditions you might see involving entertainment animals. These reports should be directed to the local humane society or animal welfare group.

--When local animal events are in town (i.e., rodeos, circuses), write a letter to the editor of your local newspaper protesting the event and state why.

--Write your state and federal legislators encouraging them to strengthen and support laws protecting animals used in entertainment.

--Educate others about the inhumane treatment of animals used for entertainment purposes. Did you already know some of the things you read in this fact sheet? If not, you probably are safe in assuming that your friends don't know either. Why not tell them?



ENDANGERED SPECIES

WHAT IS AN ENDANGERED SPECIES?

An endangered species is a kind of animal whose prospects for survival are in immediate jeopardy. Human impact on the world has increased so dramatically that many kinds of plants and animals have severely decreased in numbers. When a species is in danger of disappearing altogether, it may be added to an official list and called an endangered animal.

If a species is actually eliminated, which has happened frequently this century, it is said to be extinct. During the age of the great dinosaurs about one animal became extinct every thousand years. During this century, at least one species has become extinct each year.

WHY DO ANIMALS BECOME ENDANGERED OR EXTINCT?

The constantly increasing human population is one of the biggest problems facing us. It is estimated that the world population doubles about every 30 years. As a result, wild animals are losing more and more of their natural habitats; they are overhunted for sport, fur and predator control; and their environments are becoming increasingly polluted by human-made substances. Let's take a closer look at each of these problems:

Habitat destruction: In the last 50 years, the destruction of habitats has increased. Wilderness areas are being destroyed to build cities, develop farms and ranches, and construct roads. Many animals need to be in certain areas for food and shelter and are unable to make the adjustment when humans take over their homes. Large animals are affected the most, because they need a great deal of room to hunt and live. Elephants, bears, primates, and the big cats are prime examples of animals being pushed from their natural habitats and often killed in the process.

Hunting: Animals such as the great whales are severely endangered because humans have overhunted them. Sometimes people kill animals without thinking that they might be contributing to the extinction of the species. Sometimes they just don't care. Even though there aren't many black rhinoceroses left in the wild, a thousand a year are being killed for aphrodisiacs and dagger handles. Another animal which is being pushed towards extinction is the mountain gorilla. Although there are only a few hundred left, every year several are killed so that collectors can have their skulls. The fur industry has taken its toll on all of the large cats, such as leopards, jaguars and tigers. And predator control is one of the main reasons for the demise of the wolf.

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Pollution: Another threat to wildlife is the growing problem of pollution. Many animals and their habitats are destroyed when humans pollute the environment. An example of a pollutant affecting animal populations is the use of poisons and pesticides. The black-footed ferret is probably the rarest mammal in North America, partly because of government poisoning programs. Ferrets live in and around prairie dog villages, feeding on and keeping prairie dog populations in balance. Ranchers, however, complained that their cattle might injure themselves if they stepped in prairie dog tunnels. The government poisoned many prairie dog villages to help the ranchers, and you can probably guess what happened to the black-footed ferret when it ate the poiscned prairie dogs.

WHAT IS BEING DONE TO HELP ENDANGERED WILDLIFE?

For centuries it has been believed that wildlife exists for humans to use as they please. Suddenly, though, we have been forced to realize that we have made many mistakes in dealing with nature. The supply of animals is limited. Many countries, such as the United States, no longer need to hunt animals for food, and we have many alternative materials available that we certainly don't need animal skins for clothing.

As part of this new awareness, the United States implemented the Endangered Species Act (ESA) in 1973. The ESA provides the means by which a species could be designated as endangered or threatened within any significant part of its range. It prohibits any federal action that would damage a habitat deemed critical to an endangered or threatened species. The ESA also encourages each state to submit a plan to the federal government for the protection and management of resident endangered and threatened species.

Yet, despite the significance of the ESA, anti-conservation forces continually lobby the present administration and Congress to weaken the ESA. As a result of such pressure, the ESA was up for reauthorization in 1982. Luckily, more than 25 national and international organizations joined forces to counteract interests opposed to the conservation of endangered species. Fortunately, we won our battle. But, to ensure future victories, we must constantly be doing our share to help wild animals.

HOW STUDENTS CAN HELP:

--Write to: Office of Endangered Species (see enclosed Resource List for address). Ask for the official list of endangered species. Write letters to your senators and representatives stating your positions on endangered wildlife, and supporting protective legislation.

--Never buy products made from fur, skins or ivory of wild animals. When traveling out of the country, it is best not to buy ANY animal products.

--Never litter. Plastic holders and pull tabs from canned beverages--and other garbage--can become deadly snares for wildlife.

--When camping, be careful with fire. Forest fires destroy thousands of acres of wildlife habitats, as well as the animals themselves. When camping, use an established campsite and confine your fire to a fire ring. Drown it with water before departing.

--Support recycling drives and environmental protection efforts in your community.

--Learn all you can about the plight of our wildlife and share your knowledge with others, asking them to protect wildlife, too.

--Always set a good example!

FACTORY FARMING

Information adapted from an interview PHS staff did with Jim Mason for PAWPRINT magazine (Summer '83 issue).

WHAT IS FACTORY FARMING?

It's the mass production of farm animals for food by crowding a large number of chickens, pigs or other animals in small spaces so they can be managed in a labor-free, cost-saving way. It also includes other practices harmful to animals such as extreme breed specialization and the dosing of animals with hormones and additives. This is an attempt to make animals more "efficient" and "productive" in terms of putting on weight rapidly and shortening the time it takes to get them to market.

HOW WIDESPREAD IS FACTORY FARMING?

It is a trend which has taken over rapidly. Currently, 98% of all the eggs in this country come from caged laying hens, while 20 to 30 years ago, it was less than half. Some cattle and sheep are still raised, for part of their lives, under free-ranging conditions, but more animals are being both raised and fattened under confinement conditions.

WHY DO WE SEE A TREND TOWARDS FACTORY FARMING?

Labor efficiency. It used to take 100 ranchers to tend a flock of 100,000 chickens, whereas now one person can take care of the same number of birds. Factory farming really isn't more efficient in any sense of the word when you realize how inefficient it is in wasting grain and resources. The most productive factory farm animal is the layer chicken--and she returns only 24% of the protein she eats. Pigs and beef cattle return 10% to 15% of what they consume. A quote from Dr. Michael Fox in a publication of the Humane Society of the United States asserts, "However, one major flaw of factory farming is that when things go wrong, they go wrong in a big way, and the animals cannot do anything to help themselves. Contaminated food or water, some dietary imbalance or deficiency, a virulent bacteria or virus, or a failure in the heating, ventilation, automatic watering, feeding or cooler-sprinkler system are not unusual crises. The animals are wholly dependent upon man and machines. They have no escape and no opportunity to rectify things for themselves which, in more natural surroundings, in anything short of complete confinement, they might be able to do."

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WHICH ANIMALS ARE SUBJECTED TO THE MOST INTENSIVE METHODS?

The caged layers, veal calves and pregnant sows. These are the animals that are most rigidly confined for long periods of time. Approximately six caged layer chickens are housed in a cage a foot-and-a-half by two feet square. All your factory farm animals are pushed to their limits. Many are under this acute stress their entire lives. Egg layers are kept in those small cages around the clock for a year-and-a-half to two years, and lights are kept on longer each day to stimulate appetite and accelerate growth. Because they are kept in unnaturally crowded conditions, and are constantly stimulated by artificial light, chickens will behave aggressively toward one another or peck at themselves out of boredom or frustration. To prevent this, most chicks are debeaked by pressing the beak against a hot iron to burn the tip. The whole idea is to get them to lay more eggs for longer periods of time. The birds literally wear out after two years. This is the essence of factory farming--to press the animals for all they're worth, to make their days longer, to make them give more milk and lay more eggs.

WHAT ARE THE STATISTICS ON HOW MANY EGG LAYERS, BROILER CHICKENS, PIGS AND CATTLE ARE KILLED IN THE UNITED STATES EACH YEAR?

The average size of the egg layer flock in the U.S. is about 280 to 290 million birds (these are birds in confined cages only). The number of broiler birds raised is about 4 million a year. Approximately 120 to 130 million mammals a year (pigs, cattle, calves, sheep and goats) are slaughtered yearly. About 10% of the veal calves are raised under factory farm conditions and 60% of hogs are now raised in total confinement.

WHY IS FACTORY FARMING WORSE FOR VEAL CALVES THAN FOR CATTLE?

The veal calf is rigidly confined for a long period of time and fed an iron-deficient diet to create the "white" meat. The calf is kept in a stall that is only slightly bigger than its body for four months in total darkness. It cannot turn around or have contact with other calves. They contract many diseases such as pneumonia and diarrhea. They're kept in a harsh environment under extreme emotional deprivation and physical restriction.

AT WHAT AGE ARE VEAL CALVES TAKEN FROM THEIR MOTHERS AND PUT INTO THE FACTORY FARM STALLS?

When they are a day or two old. After four months, they're slaughtered for what is strictly a delicacy item. The only reason calves are kept this way is to produce something that has visual appeal--white meat.

WHAT ABOUT THE HEALTH ASPECTS OF EATING FACTORY-FARMED MEAT AND OTHER ANIMAL PRODUCTS?

There is a real consumer problem with factory-farmed products. All the factory-farmed animals are fed antibiotics and sulfa drugs and sometimes there are also pesticides from insect control and many different drugs added to their feed; you must wonder how this affects the food you eat and your health.

WHAT EFFECT DO FARM ANIMALS HAVE ON THE LAND?

We maintain an enormous animal population. We produce four billion broiler chickens each year and 130 to 140 million mammals. It costs a lot to feed all those animals. Most of our grain and soybean crops go to feed these animals, which means that most of our land is devoted to raising crops to feed livestock. We get, on the average, one unit of protein for every seven units of plant protein that goes into them.

FUTURE CHANGES

We have to look now for ways of giving animals more freedom and a better environment without using drugs or chemicals to keep them healthy. We should have more people raising chickens rather than a few corporations raising them all. We need systems that offer the animal more space and more choices in their environment. In the final analysis, what is humane and in the best interests of the animal may also be in the best interests of the livestock producer and consumer as well.

WHAT CAN STUDENTS DO TO PUT A STOP TO THE ABUSES OF FACTORY FARMING?

--They can consider using alternative products. Many people have quit eating veal and eggs that come from factory farms. We can find alternative products to some extent, modify our diets a bit.

--Some argue that all one needs to do is to become a vegetarian and then we will have no need of factory farming and our problems will be solved. While PHS fully respects the ethical reasons behind vegetarianism, such idealism alone will not rectify the problems and abuses of factory farming.

--We need a commitment from people who care to support legislation protecting farm animals. We have a moral obligation to ensure that food animals are treated humanely.

ANIMAL EXPERIMENTATION

WHAT IS THE PROBLEM WITH ANIMAL EXPERIMENTATION?

Approximately 60 to 100 million animals are used in research laboratories annually in the United States--this raises compelling moral and ethical questions. What right do we have to subject animals to this type of use? Much of the animal experimentation is duplicative, repetitive, painful and unnecessary. Animals are used in about 60% of all biomedical research in the United States. Many alternatives already exist to using live animals, but are not being used often enough and not being further developed. Change can come through legislative efforts and education.

WHAT TYPES OF EXPERIMENTS ARE CONDUCTED?

Hundreds of thousands of experiments are conducted using animals. The most common include:

1) Toxicological product and substance testing, such as the LD_{50} test (lethal dose of a substance necessary to kill 50% of the subjects). LD_{50} tests are routinely carried out with every new product introduced on the market, from cosmetics and drugs to household substances.

2) Behavioral research and psychology, which consists of experiments on live animals including electric shock, trauma, punishment, deprivation (such as social, maternal, food, water, and nutrients), isolation, aggression (including fighting and killing), brain damage or mutilation and drug addiction and withdrawal.

3) Unnecessary or life-harming experiments which include weapons testing, development of neutron bomb (radiation experiments), testing of biological warfare chemicals, car crash tests and simulated war injury.

IS ALL ANIMAL EXPERIMENTATION NECESSARY?

No. Many experiments scientists perform on animals are done simply to satisfy curiosity or acquire knowledge for its own sake. Our history has shown that the availability of funds for research has been a greater motivational force than the perceived need for a particular type of research. Many scientists estimate that perhaps 70% of all research using animals is unnecessary and does not contribute significantly to human progress. In addition, certain experiments are repeated or ill-conceived because the protocol did not take into account information that was available but overlooked, thus making results inaccurate.

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ARE NON-ANIMAL ALTERNATIVES CURRENTLY AVAILABLE TO RESEARCHERS?

Yes. Alternatives to animal testing are being used to some degree, but this can and should be increased. Available alternatives include:

--Mathematical models: A computer can simulate an entire experiment in less than an hour.

--Technical alternatives: Can be far more accurate in measuring levels of various chemicals in a drug than injecting animals with the same drugs.

--Biological alternatives: includes use of tissue cultures.

Non-animal alternatives exist and are gaining acceptance, but progress is slow. However, knowledge of alternative techniques isn't widespread and researchers familiar with the old ways are slow to change.

WHO PAYS FOR THE RESEARCH DONE ON ANIMALS?

You do with your tax dollars. Most research conducted on live animals is funded by the federal government. A conservative estimate puts federal spending for animal research at $4 billion annually.

DOES THE ANIMAL WELFARE ACT ENSURE THAT RESEARCH ANIMALS ARE TREATED HUMANELY?

No. Although the federal Animal Welfare Act (AWA) is presently the only federal law that concerns itself with the use of animals in research, it does not cover rats, mice, farm animals or cold-blooded animals, and 70% of all animals used in research are rats and mice. The AWA mandates humane housing, feeding, and veterinary care, but it does not in any way legislate what can or cannot be done to these animals during actual research. Animals may be legally burned, traumatized, irradiated, injected with deadly viruses or repeatedly used for surgery. The law does not even require that anesthesia or painkillers always be administered to the animals. Not only is the AWA silent on the subject of what can or cannot be done to animals during actual research, several states have laws that specifically exempt scientists from animal anti-cruelty statutes. Moreover, the regulating agencies are underfunded so that minimal provisions of this law are not always implemented or cannot be enforced.

WHAT TYPE OF LEGISLATION IS NEEDED TO PROTECT LABORATORY ANIMALS?

Currently, there are no provisions in the Animal Welfare Act governing how animals may be used in actual experimentation, so many animals are subjected to great pain and suffering. We need legislation which would provide the following stipulations:

1) Provide protection for animals during actual research, testing, teaching, experimentation and production of certain scientific, medical, commercial or veterinary products.

2) Require that animals used in experimentation be humanely treated, properly fed and suitably housed and receive proper care without pain and under the supervision of personnel trained in animal care.

3) Establish an animal care committee in each facility to decide if and when animals should be used in painful experimentation.

4) Require that animals be given pain killers if the research involves pain to the animal.

5) Not allow animals to be used for a series of experiments and then used for an entirely new set of experiments. Animals would have to be humanely destroyed or adopted once the experiment was concluded.

6) Require that a certain percentage of federal funds used for animal experimentation be allocated for researching non-animal alternatives.

WHAT IS BEING DONE TO HELP LABORATORY ANIMALS?

Federal legislation is continuously being introduced to give greater protection to lab animals. A coalition, called Mobilization for Animals, was formed a couple of years ago by a number of animal welfare organizations. It has been working extensively to help laboratory animals through large demonstrations, education and other grass roots efforts. The Peninsula Humane Society has implemented a program called Legislation for Animal Welfare (LAW). LAW keeps abreast of state and federal animal legislation and notifies concerned members of important animal protection legislation through a legislative newsletter. When bills are introduced before Congress or the state legislature aimed at improved treatment of research animals, people are notified.

STATEMENT FROM A RESEARCHER

"It is clear that the use of animals in research is presently considered unavoidable and will continue into the foreseeable future. From a realistic point of view, I do not advocate the immediate cessation of biomedical research using animals. Nevertheless, I feel we are morally compelled to change our attitude towards these animals. They are not tools; they are not simply a means to our ends; they are an end in themselves. They have certain interests in life and they have value logically independent of any value we might place upon them . . . the manner in which we treat those subordinate to us tells others a lot about just how superior we are. We

must be responsible stewards for the animals we use in research. Let us hope that people in the future will be able to look at us as a truly great society, not because of our scientific knowledge but because of our humanity."

--Dr. Ned Buyukmihci, Assistant Professor of Ophthalmology at the University of California School of Veterinary Medicine, Davis

The Peninsula Humane Society recognizes that some useful data has been obtained through live animal experimentation and is not implying we bring research science to a halt. However, we believe scientists at times conduct experiments which are unnecessary or could frequently get the same results using alternative methods. If we were not dealing with living creatures that have an interest in living and feel pain or suffer, then our present approach to research would not be as problematic. We are finding new scientific evidence daily that animals of all kinds are much more intelligent and sensitive than some previously thought. Yet, regardless of intelligence, the guideline we must follow in dealing with our fellow creatures is, as Jeremy Bentham so wisely stated: "The question is not, Can they reason? nor Can they talk? but, Can they suffer?"

WHAT YOU CAN DO TO HELP

1) Write your representative and senator and urge them to support legislation which aims at decreasing the number of animals killed for research.

2) Join animal organizations which work to put a stop to unnecessary and painful experiments.

3) Write letters to the editors of your local newspaper and express your views on the subject.

4) Circulate petitions and discuss the issue with others (see enclosed petition in your packet).

HOW DOES YOUR CLASS RATE?

Either by a show of hands or anonymously, take a class vote on each question using the following marking system: Yes = X No = 0 Undecided = ?

After all the votes have been tallied, elicit a class discussion of the results.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1) Do raccoons make good pets?																											
2) Is it okay to hunt and kill animals for sport?																											
3) Is it okay to raise animals for food?																											
4) Would you buy or wear a fur coat?																											
5) Should animals be trained to perform in circuses?																											
6) Should animals be kept in zoos?																											
7) Should animals be used in experimentation?																											
8) Should endangered wildlife be protected by laws?																											
9) Should dogs and cats be spayed/neutered?																											

WHERE DO YOU STAND?

This is not a test with right and wrong answers, but a questionnaire designed to help you think about various animal-related issues and decide where you stand on each one. Check all applicable boxes.

1) Do you think that the following animals should be kept as pets?

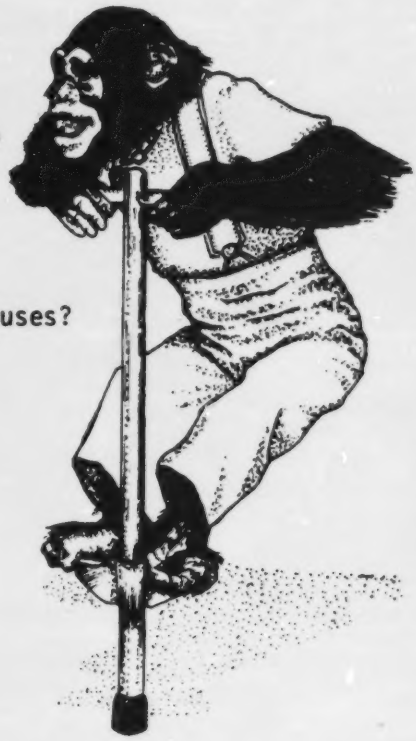
___ Wolf/Lion ___ Raccoon/Skunk ___ Turtle/Snake

2) Would you buy a coat made from

___ The pelts of wild animals? (leopard, bobcat)
___ The pelts of ranch-raised animals? (mink, fox)
___ The leather or pelts of animals raised and killed for meat? (rabbit,cow)

3) Do you/would you

___ Kill animals for sport?
___ Collect and kill insects for study or for a hobby?
___ Trap animals for their fur?
___ Fish?



4) Should the following animals be trained to perform in circuses?

___ Lions, tigers, chimpanzees (wild)
___ Elephants (semi-domesticated)
___ Dogs, horses (domesticated)

5) Do you eat

___ Beef, pork, lamb, poultry?
___ Eggs and dairy products?
___ Fish?

6) Would you eat meat if you had to kill the animals you ate? ___ Yes ___ No

7) Would you boycott

___ Japanese products to protest Japan's excessive whaling?
___ Tuna to protest the killing of dolphins by tuna fishermen?

(continued .....

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8) Should these animals be exterminated/eliminated in areas where people live?

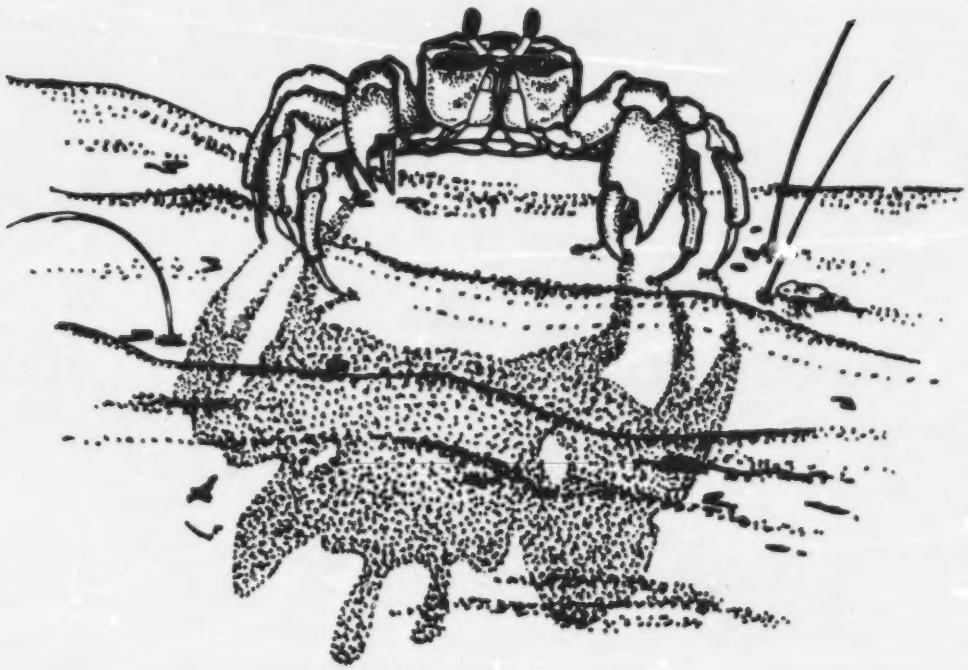
___ Mountain lions, bears, wolves
___ Coyotes, skunks, weasels
___ Poisonous snakes, spiders, scorpions
___ Nonpoisonous snakes
___ Mice, rats, gophers
___ Nonpoisonous insects

9) Animals should be kept in zoos

___ To preserve them from extinction, when their native habitat has been/is being destroyed.
___ For scientific study; for education.
___ For our entertainment and enjoyment.

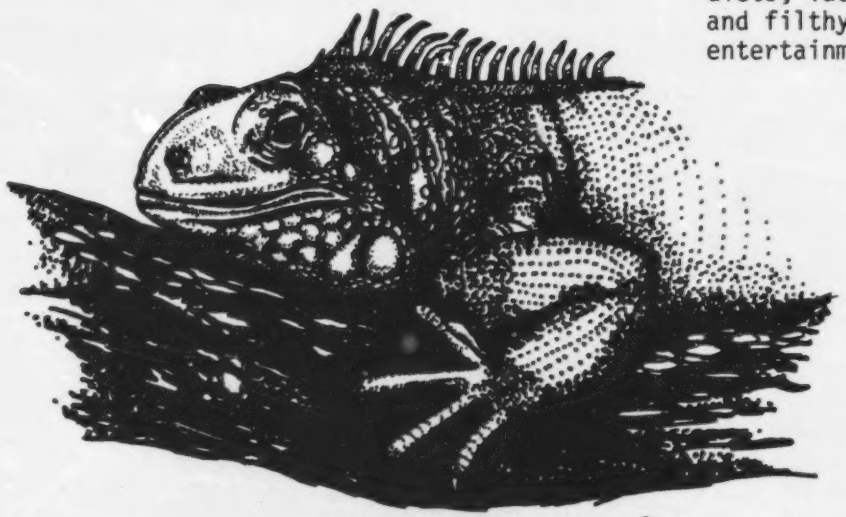
10) If you owned an acre of land that was part of the limited habitat (ie: the animal could not survive elsewhere) of an animal in one of the groups below, would you relinquish the use of your land for use as a sanctuary for that animal?

___ If the animal were a mammal (deer, fox, rabbit, mouse)
___ If it were a bird (eagle, robin, blackbird, hummingbird)
___ If it were a reptile or amphibian (snake, toad, turtle, lizard)
___ If it were a fish (trout, minnow, perch, catfish)
___ If it were an insect or crustacean (beetle, butterfly, crab, spider)



VOCABULARY WORKSHEET

1)	BIOMEDICAL RESEARCH	_____	A. lacking pity, kindness, or mercy
2)	CONFISCATED	_____	B. rare; not many left of particular type of animal
3)	ENDANGERED SPECIES	_____	C. the mass production of farm animals for food
4)	EXOTIC PETS	_____	D. a person's thoughts and actions on what's right and wrong
5)	EXPLOITATION	_____	E. an extremely cruel device used to catch animals
6)	FACTORY FARMING	_____	F. to seize or take away products which are brought into the United States illegally
7)	INHUMANE	_____	G. the improper use of another being for one's own profit or advantage
8)	LAWS	_____	H. the use of live animals to test surgical procedures, drugs, and therapy
9)	MORAL	_____	I. rules and expectations designed for protection and enforced by the government
10)	ROADSIDE ZOO	_____	J. a wild animal which is kept by a human as a pet
11)	SMUGGLE	_____	K. to import or export items in violation of the law, such as products made from endangered animals, furs, or live animals
12)	STEEL-JAW TRAP	_____	L. a menagerie of wild animals subjected to inadequate and crowded housing, poor diets, lack of proper medical care and filthy conditions for the mere entertainment of humans



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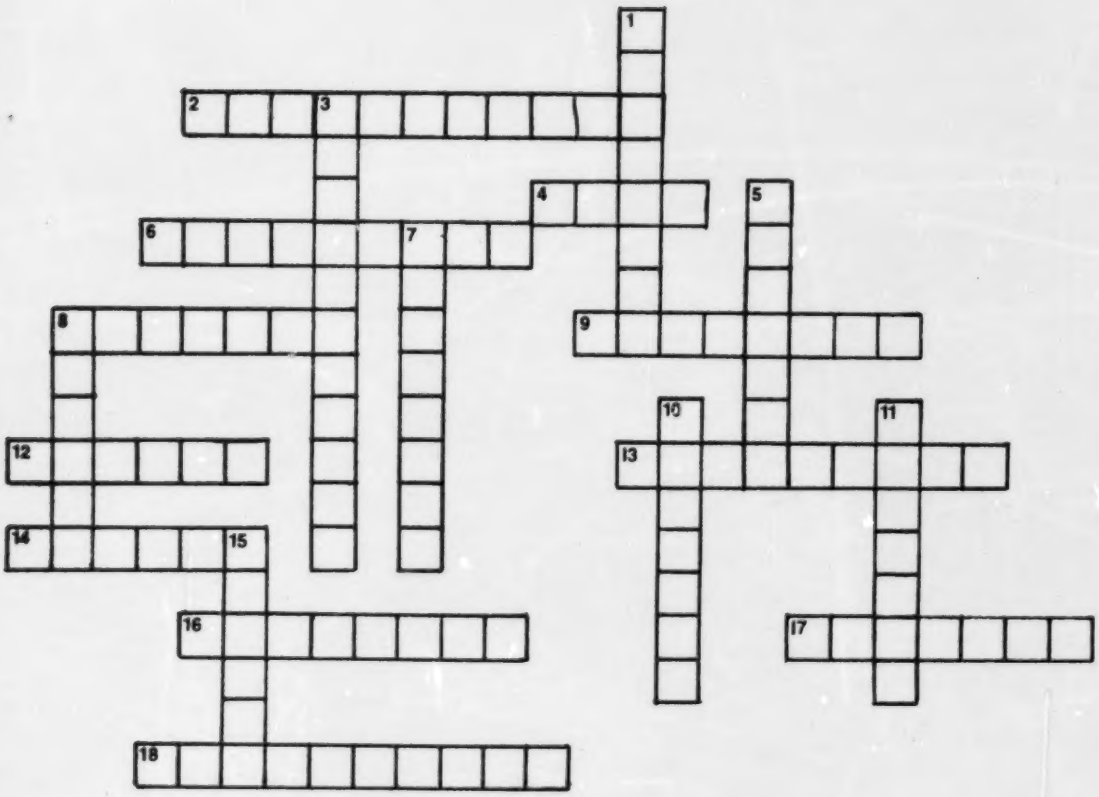
ANIMAL RIGHTS CROSSWORD PUZZLE



USE THESE WORDS

wild animals
bucking
bullfight
racehorses
calves
dangerous
roadside
exotic
gorillas
extinct
pollute
dogfighting
hunting
people
veal
chickens
research
rabbits
humane

DOWN:

1) Many scientists estimate that perhaps 70% of all _____ using animals is unnecessary and does not contribute significantly to human progress.

3) Every year numerous dogs die needlessly as a result of organized _____.

5) The bucking action, seen at rodeos, is achieved by placing a very tight _____ strap around the horses genital area, resulting in pain.

7) Although there are only a few hundred mountain _____ left, every year a few more are killed so that collectors can have their skulls.

8) _____ societies all over the world are working hard to educate people about needless animal exploitation.

10) Thousands of laboratory _____ are subjected to the "Draize test" to determine the eye irritancy of household products. Drops of soap, perfume, and other common products are put into the animal's eyes to find out if these things are harmful to human eyes. These tests are extremely painful and cruel.

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DOWN (cont'd):

11) Many animals and their habitats are destroyed when humans _____ their environment.

15) An _____ pet is a wild animal which is kept by a human as a "pet."

ACROSS:

2) More than a 11 million _____ _____ are trapped with steel-jaw traps for their fur, every year.

4) To create "white" meat, _____ calves are taken from their mothers a day or two after birth and raised in stalls (only slightly bigger than their body) for four months in total darkness and fed an iron-deficient diet.

6) Spectators at a _____ will witness the bull being taunted, teased and then killed with three-foot swords.

8) It is estimated that approximately 65 to 70 million animals are killed as a result of _____ each year.

9) Approximately 98% of our egg-laying _____ are kept in cages that measure only a foot-and-a-half by two square feet.

12) Rodeo _____ , travel at an average of 27 miles per hour, are roped and slammed to the ground, often severely injuring them and sometimes breaking their necks.

13) Circus animals are subjected to high amounts of stress and are forced to perform unnatural and _____ stunts, such as lions jumping through hoops of fire.

14) _____ usually hunt animals for sport, trophy, or food.

16) The concern for the welfare of animals, a dedication to learning and wildlife conservation is what distinguishes the zoological garden from the _____ zoo.

17) When a particular species or kind of animal is gone forever, such as the passenger pigeon, it is said to be _____.

18) Illegal drugs are often given to _____ to hide physical problems so that they will continue to run races.

WORD JUMBLE

Unscramble the jumbled words below, placing one letter in each box. Then take the letters which are circled and unscramble them to reveal a very important question.

MIAANL GRSITH

philosophy that animals should be protected

ARRHESCE

when experiments are performed on animals

FEUSFR

to endure pain or stress

BLAEIRTE

to seek equal rights and status

MHNUEA

treating others with kindness and respect

WLAS

rules and regulations designed for protection

ETSEL - AWJ PTAR

a device used to catch animals

GLFHLUBTI

a spectacle in which people excite, fight and kill a bull in an arena for public amusement

C Y S ?

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CRACK THE CODE

Solve these math problems and crack the secret code. First write in the answer to each problem, that shows you a letter that represents each answer. Then go to the space below. The numbers are the same as the answers to the problems. Above each answer, write in the letter it represents. Then you'll learn the secret message!

$50 \times 12 =$ ____ = a

$9 \overline{)99} =$ ____ = n

$1234 + 4321 =$ ____ = i

$1000 - 999 =$ ____ = h

$25 \times 4 =$ ____ = s

$2 \overline{)150} =$ ____ = m

$88 + 8 =$ ____ = l

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Name: _____ Date: _____

RESEARCH REPORT

Pick a topic or animal issue dealing with a specific "animal rights" issue. Using your school or public library, research your topic and answer the questions below. Some suggested topics are:

- Sport or trophy hunting
- Animal experimentation
- Factory farming
- Rodeos
- Bullfights
- Zoos
- Horse racing
- Fur coats
- Trapping (steel-jaw trap)
- Wild animals as pets
- Pet overpopulation
- Whaling

What is your chosen topic or issue? _____

Explain: _____

List the pros and cons: _____

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Note some statistics: _____

What is your personal opinion and why? _____

What can you do to help? _____

THE BREAKDOWN: A Moral Dilemma

"The Breakdown" is a simple moral, or value, dilemma. It is designed to focus students' attention on the responsibilities we have towards protecting animals and to involve them in the process of moral reasoning.

It is important that you, the teacher, be concerned not only with exposing students to humane values and attitudes but also with helping them to think critically about moral issues in order to make well-thought-out value choices. Dr. Lawrence Kohlberg, in his research into patterns of human moral development, found that children who are involved in exercises in moral reasoning tend to move more quickly toward higher stages of moral thought.

INSTRUCTIONS

Present "The Breakdown" to the class, either by reading the story aloud or by providing copies for each student. Then make certain that everyone understands Jeff's dilemma. Using the following discussion questions, help students define the moral, or value, issues involved; and indentify Jeff's alternative courses of action.

CONTENT REVIEW

1) Tell in your own words what happened to the black horse. What might be some of the reasons why he had an accident? What are some of the things that could have happened to him after he was hurt?

2) Why do you think that Hank, a knowledgeable trainer, considered giving King painkilling drugs on the day of the race?

3) When is it good to give a horse a painkiller? When might it prove dangerous?

4) Why do you think King's welfare is important to Jeff? To Jeff's father? To Hank?

5) How does Jeff feel toward Hank?

VALUES

1) At the end of the story, what do you think Jeff's choices are? Discuss them all -- there could be more than two.

2) What might happen if Jeff tells his father that King has been given a painkilling drug?

3) What might happen if Jeff doesn't tell his father?

4) What might happen if Jeff decides to use any of the other options you identified in Question #1 (i.e. working things out directly with Hank, telling a racing official, etc.).

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VALUES (cont'd)

5) Aside from the welfare of King, what other considerations does Jeff have to think about?

6) If you were Jeff, what would you do? Why?

7) If King had a choice, do you think he would have run in the race? Explain.

8) Do you think there should be laws guiding the use of painkilling drugs in racehorses? Why or why not? Again, this year, a bill was introduced in the U.S. Congress that would make it illegal to give drugs to horses who are going to be in a race. The bill's sponsors hope that enacting such laws will stop the accidents that occur when racehorses run on painkillers. Ask your teacher or librarian to help you find the name of your U.S. Representative and Senator. Write to them and let them know your opinion of the bill.

"The Breakdown" is reprinted from the March 1981 issue of Humane Education Magazine published by the National Association for the Advancement of Humane Education.

THE BREAKDOWN

by Julie Rovner

It was still dark when the alarm rang to wake Jeff. He drowsily opened one eye. 5:30 a.m. For a minute Jeff wondered why he was awake so early—and then he remembered. Dad had promised to take him to the track this morning.

By 6 Jeff had dressed and had wolfed down a quick breakfast. He was so excited that he could hardly sit still during the car ride to Hillside Downs. He couldn't wait to see King's Ransom, his father's Thoroughbred racehorse.

It seemed to Jeff that no one else in the world was awake as they sped toward the racetrack. But when Jeff's father parked the car next to one of the barns, it was easy to see that no one was sleeping here. There was activity everywhere. Some horses were out on the track, running; others were waiting their turn; and still others, covered with sweat, were being walked or rubbed down by grooms. Jockeys and exercise boys and girls dug their toes into the dirt as trainers gave instructions on how they should ride.

King was in his stall, with his head hanging over the half door, as Jeff and his father walked up. "Morning, sir," came a voice from inside the stall. It was Hank, King's trainer. Hank tipped his hat as Jeff's father nodded good-morning. Jeff had always liked Hank, and he thought of the trainer as a special friend. Hank let Jeff help out around the stable during school holidays, and the trainer told great stories about the famous horses and people he'd seen during his years in racing.

Jeff scratched King's soft brown nose as the men talked. "How's the leg doing this morning?" his father asked.

"I think it's better some," Hank replied. "Swelling's gone down a lot."

"Do you think he'll be all right to race Saturday? I don't want him to run if his leg's not better." Jeff's father's face looked grim.

"Oh, he'll be fine. You leave it to me, sir. I'll have him ready."

Jeff's father walked away to talk to some other horse owners, and Jeff carefully slipped into the stall to be with King. "What's wrong with his leg?" he asked Hank, who was unwrapping a bandage wound around one of King's front legs.

"It's his knee," Hank replied. "Sprain, I guess. Here, feel." He took one of Jeff's hands and placed it on the swollen limb.

"It's hot," cried Jeff, drawing back his hand. "Will it be OK for the big race Saturday? I'll bet it really hurts. I sprained my ankle once, and I couldn't walk right for three weeks."

Hank smiled reassuringly. "Oh, it'll be right as rain by day after tomorrow. He's not only going to run that race, he's also going to win it."

"But how can he run?" Jeff persisted. "Won't it hurt him?"

Hank's smile grew wider. He winked slyly in King's direction. "He won't feel a thing," Hank said. "I'll give him a little something that will make all the pain go away. He'll go out there and run just as well as he ever could. Maybe better. Don't you worry. He's going to run. Your father has a lot of money bet on this race. So do I."

"What will you give him?" Jeff was curious. Hank paused a moment. "You promise you won't tell?" he asked. He gripped Jeff's shoulders, looking serious. "Just between us two pals and King, OK?"

Jeff nodded.

Hank drew a small bottle out of his jacket pocket. Jeff couldn't read the label on the bottle, but it was obviously some kind of drug. "This here is the answer to all King's problems. Isn't it, King, old boy? Best stuff ever made. It's like aspirin, only much better," Hank explained eagerly. But then his face clouded slightly. "You gotta promise not to tell, kid. There's a lot of money on this race, like I told you. Remember, this is just between us."

Jeff nodded again. He frowned, puzzled, as Hank slipped the bottle back into his pocket. He

remembered his father saying once that he didn't approve of giving drugs to horses. But he had promised Hank. He was still frowning during the ride home.

"What's the matter?" Jeff's father asked.

"Oh, nothing, I guess." Jeff stared out the window at some horses romping in a field next to the highway. He turned back to his father. "Dad, why do you think it's wrong to give drugs to horses?"

"Slow down a minute. Who said I was against giving drugs to horses?"

"You did. I remember you once said that horses should run on hay, oats, and water, and that's all."

"That's true," Jeff's father said. "But that doesn't mean I'm against giving drugs to horses at all. There are lots of good drugs on the market. If a horse is hurt, it should be given medication to help it get better or to make the pain go away. *But a horse taking medication should also be resting and not running.*"

"What do you mean?" Jeff was confused.

"Let me see if I can make it easier. Remember when you sprained your ankle last year. Remember the doctor gave you some special pills to help the pain." Jeff nodded. "Well, remember that even though the pills made the pain go away, you still had to stay in bed for a week and keep your foot up. That was because your ankle needed time to heal. If you'd run around on it, you might have made it worse. That's what happens to a horse. It doesn't decide if it's well enough to run. We decide for it."

"But isn't it OK to run a horse if it doesn't feel any pain?"

"Not always. Pain is nature's way of telling us something is wrong. If the horse can't feel the pain, it doesn't know whether it's hurting itself or not. Racehorses have fragile legs, and if they can't feel the pain, they can do a lot of damage or even break a bone because they don't know they're hurting themselves."

Jeff worried about King and his sprained knee all that day and all the next day. But by Saturday morning, the day of the big race, Jeff was too excited to worry about drugs. *Besides*, he thought, *Hank loves King too. Hank wouldn't let anything bad happen to King.*

Jeff felt even better after they arrived at the barn. The swelling in King's leg seemed to have gone down, and he looked ready to go. He certainly didn't seem to be feeling any pain. Hank and Jeff's father were full of smiles. Satisfied that everything would be all right, Jeff wandered over to watch the first race of the day.

"Hey, sonny, who do you like in this one?" asked an old man in a faded cap, clutching an already tattered program to his chest.

"I don't know," replied Jeff, watching the six horses as they warmed up on the track. He looked more closely, eyeing the beautiful animals and their jockeys in brightly colored silks. His eye rested on a coal-black horse with the number 6 on its saddle pad. "That one," Jeff said to the man, pointing.

The man grinned and slapped Jeff on the back. "You've got a good eye, sonny," he said. "That's the one I picked too."

The man and Jeff watched as the horses were loaded into the starting gate. The bell rang, and they were off.

At first number 6 seemed to hang back, but as the race continued, the sleek black horse began to gain on the leaders. By the time the horses came around the final turn, number 6 was neck and neck with the leader, a big gray horse. Down the stretch they flew, first one edging into the lead, and then the other. Suddenly Jeff heard a crack, and the black horse tumbled over, pitching the jockey over its head. The gray horse flashed across the finish line first, but the stunned spectators were watching the poor black horse as it lay on the track, writhing, unable to get up.

Jeff felt like all the breath had been sucked out of him. He watched as the jockey, who was lucky enough to have rolled under the inside rail where he would not get trampled, picked himself up and walked back to his mount, now surrounded by several people whose faces looked very grave.

"Come on, sonny," the man said gruffly, taking Jeff by the arm. "You probably won't want to watch anymore."

"What happened? Will the horse be all right?" Jeff felt that his voice was not his own.

"Broke down, clear as day," the man replied. "Probably running on some kind of painkiller. That horse didn't even feel its own leg snap like a piece of kindling. They'll surely have to put it down."

Suddenly Jeff felt like someone had hit him in the stomach with a lead weight. *Running on painkillers. King will be running on painkillers later this afternoon,* he thought. Could the same thing happen to King? Jeff squeezed his eyes closed and thought hard. He thought of King's soft nose and trusting eyes. But then Hank's voice echoed in Jeff's mind. "Just between us two pals...," it said. Should Jeff break his promise to Hank and tell his father? Should he do something to stop King from running?

What would *you* do?

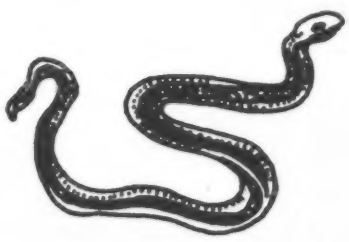
BECOME A LETTER WRITER!

Unfortunately, there are too many people who never write letters to their legislators to let them know how they feel about certain issues. These people often say, "Why should I write a letter? Nobody cares about how I feel." This is not true, your letters are very important.

Our legislators are elected to serve the people (you and I) and to defend the needs of the community they represent. They do care! If we don't express our opinions to them, how will they know how the people feel about important issues that need their vote? Members of the Congress, Senate, Assembly and even the President, depend on our opinions to help them make the best decision.

Remember, we animal lovers have even more of a responsibility to speak out. Animals can't speak for themselves and let their opinions be known, so we must do it for them! They depend on us to make the right decisions for them.

Become an active letter writer ..... you owe it to the animals, to your legislators, and to yourself!



For Better Letters .....

- Be brief
- Be courteous
- Be sincere
- Be specific (stick to the subject)
- Be busy .... your letters do count!

Who to write:

FEDERAL LEVEL ---	Senator Alan Cranston Senator Pete Wilson	---- Address:	United States Senate Washington, D.C. 20510
	Representative Tom Lantos	--- Address:	House of Representatives Washington, D.C. 20515
STATE LEVEL ---	Senator John Foran Assemblyman Louis Papan Assemblyman Robert Naylor	---- Address:	State Capitol Sacramento, CA 95814

Peninsula Humane Society's LAW ALERT

LAW ALERT is a bi-monthly newsletter, published by the Peninsula Humane Society, aimed at informing people of pending state and federal legislation and who should receive letters about the legislation. LAW ALERT can help you and your students to become activists for the animals. If you would like to have your class on our LAW ALERT mailing list, simply give us a call at 340-8130 or drop us a note.

OUTLAW STEEL-JAW TRAPS!

We, the undersigned, would like to see the STEEL-JAW TRAP become an illegal device to use in the state of California. We believe that these traps are extremely inhumane, non-selective and very dangerous to wild and domestic animals, including people. Let's outlaw them once and for all!!

NAME	ADDRESS	CITY	STATE	ZIP

ANY AGE CAN SIGN -- VOTER REGISTRATION NOT NECESSARY

Please return to: Peninsula Humane Society
Humane Education Departement
12 Airport Blvd., San Mateo CA 94401

HELP RESEARCH ANIMALS

WE, the undersigned, feel that too much animal experimentation (an estimated 70%) is duplicative, repetitive, painful and unnecessary. We also understand that some useful data has to be obtained through live animal experimentation and we are not implying that we bring research science to a halt. Therefore, we demand that legislation be implemented to provide the following:

1) Protection for animals during actual research, testing, teaching, experimentation and production of certain scientific, medical, commercial or veterinary products.

2) Require that animals used in experimentation be humanely treated, properly fed and suitably housed and receive proper care without pain and under the supervision of personnel trained in animal care.

3) Establish an animal care committee in each facility to decide if and when animals should be used in painful experimentation.

4) Require that animals be given pain killers if the research involves pain to the animal.

5) Not allow animals to be used for a series of experiments and then used for an entirely new set of experiments. Animals would have to be humanely destroyed or adopted once the experiment was concluded.

6) Require that a certain percentage of federal funds used for animal experimentation be allocated for researching non-animal alternatives.

NAME	ADDRESS	CITY	STATE	ZIP

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NAME	ADDRESS	CITY	STATE	ZIP

ANY AGE CAN SIGN -- VOTER REGISTRATION NOT NECESSARY

Please return to: Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401

HEALTH/SCIENCE

(1) LEARNER OUTCOME: Students will evaluate biology projects that involve the use of animals.

TEACHING STRATEGY: Explain to students that live animals have traditionally been used by scientists and educators to learn about or demonstrate the life processes common to humans and other animals. Some of these uses of animals can involve suffering or even death for the animals involved. Some people feel that using animals in this way is unnecessary when alternative experiments and exercises are available to help us learn about living things. Provide students with the following list of questions for evaluating the use of live animals in science projects: Does the project harm an animal, deprive it of proper food or living conditions, or cause it to suffer in any way? Does the project involve removing a wild animal from its natural home? Does the project or experiment demonstrate something that we already know or something that has been proven or demonstrated before? Is the information we would learn from the experiment available from other sources (e.g., books, films, filmstrips, models)? Can we demonstrate the same principle or procedure using a plant or non-living subject? Provide science texts or resources that contain

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(2) LEARNER OUTCOME: Students will identify natural behavior patterns of a wild animal that are disrupted when the animal is kept as a pet.

TEACHING STRATEGY: Help students research and create a description of a typical day in the life of a skunk in the wild. Include accounts of animals encountered, food eaten, and the habitat itself. If possible, share a book about the life of a skunk (see resources). Then ask students to describe how a skunk's life would be different if it lived with humans. Are humans the skunk's natural companions? Do wild skunks want to be around humans? What "skunk-like" things would the animal be unable to do if it lived as a pet (e.g., spray enemies, search for its own food, dig burrows, be around other skunks, mate, roam free). Elicit discussion as to why living naturally might be preferable to living with humans for a skunk or other wild animal.

LEARNING ACTIVITY: Students draw pictures of a skunk in a natural setting, involved in some activity that would be impossible for the skunk to do if it were kept in a human environment. Mount pictures on a bulletin board with the theme, "Don't Make A Pet Of Me - We Animals Have Things To Do."

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(3) LEARNER OUTCOME: Students will recognize that confinement can cause stress for farm animals.

TEACHING STRATEGY: Create several spaces within the classroom and allow students to choose one space in which to experiment confinement (e.g., appliance box, study carrel, under a desk). Ask students to experience spaces voluntarily. Then, discuss: How long was it before you felt uncomfortable? Why (boredom, nervousness, not being able to stretch or move around)? If you were given food and water, would you still be uncomfortable after a certain period of time? Imagine that you had to share the small space with someone else. How long do you think it would take before you "got on each other's nerves"? Present the facts that egg-laying hens are generally kept in stacked 12" x 16" cages, 4 birds per cage, and that chickens have an average wing span of 32"; veal calves who are confined to a wooden crate, which is not much larger than their own body, for 16 weeks.

TEACHING ACTIVITY: Students use dictionaries to define "stress" and explain how being confined in a small space caused them to feel stress. How do people react physically to stress (stomach-aches, headaches, ulcers, irritability)? Do you think the chickens or veal calves also experience stress when they are confined in small cages?

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(1)

projects which involve live animal experiments.

LEARNING ACTIVITY: Students review biology projects that use live animals and answer the above questions concerning each. Then decide: If an alternative project is available that teaches the same information or process, should we subject live animals to pain or stress for the demonstration? If the information has already been demonstrated or proven, should we subject animals to pain or stress in order to demonstrate it again? Should live animals ever be subjected to pain or kept in unnatural conditions for school science projects?

PHS RESOURCES: Booklet - "Humane Biology Projects" by Animal Welfare Institute

PHS RESOURCES: Children's Book - "Skunk For A Day" by Roger Caras.

PHS RESOURCES: Booklet - "Factory Farming" by Humane Society of the United States.

Children's Book - "Animal Rights: Stories Of People Who Defend The Rights Of Animals" by Patricia Curtis.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

SOCIAL STUDIES

(1) LEARNER OUTCOME: Students will identify how laws that restrict and regulate hunting protected animals.

TEACHING STRATEGY: Discuss the fact that hunting pressures have threatened the population numbers of the different whale species (e.g., bowhead, sperm, blue sei, minke). Explain the concept of quotas as it pertains to the protection of whales and other animals that are hunted (see activity resource sheet). Divide class into several small groups, assigning each group a whale species to research.

LEARNING ACTIVITY: Students in group research the whale species assigned to them, including in their research the whale's social habits, what it eats, what its habitat is, how and when it has been threatened by hunting pressures, and what laws or quotas have been established to protect it. Discuss whether the laws have been effective. If not, what new laws are needed?

PHS RESOURCES: Filmstrip - "Whales" by National Geographic Society

Children's Book - "When The Whale Came To My Town" by Jim Young

(2) LEARNER OUTCOME: After examining legal restrictions on the use of animals in human entertainment, students will develop their own criteria for determining when this use is appropriate.

TEACHING STRATEGY: Assist students in developing a list of different types of entertainment that involve animals (e.g., movies, circuses, television, rodeos, horse and dog racing, riding). Add bullfighting, dog fighting, and cockfighting to the list. Identify the types of entertainment listed that are illegal in your community. Ask students why they think some types of entertainment that use animals are legal, while others are illegal. Which ones involve gambling? Which ones may cause pain to the animals? Is the use of animals for human entertainment a luxury or a necessity?

LEARNING ACTIVITY: Following class discussion, each student writes his/her own set of guidelines for the use of animals in entertainment. Students should address such questions as: Is it all right for wild animals to be kept in captivity for human entertainment? Is it all right to train animals to do tricks? Is it all right to make animals do dangerous stunts? Is it all right to make them fight? Is it all right to kill them for entertainment? Students suggest what forms of entertainment might be acceptable under their individual guidelines. Then

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(3) LEARNER OUTCOME: Students will identify some potential problems caused by keeping wild animals as pets.

TEACHING STRATEGY: Show the film "Me and You Kangaroo" (see activity resource list). After the film, discuss the problems caused by the boy's keeping a kangaroo as a pet.

LEARNING ACTIVITY: Students discuss the movie's conclusion. What might happen to the kangaroo now? Can he take care of himself in the wild? Could a kangaroo be released in a field near your home? What might happen to it if it were? What damage might it do in the community? Students find out what native wild animals are sometimes kept as pets, and write paragraphs describing why it might be difficult to keep one of those animals as a pet.

PHS RESOURCES: 16 mm Film - "Me and You Kangaroo" (order from San Mateo County Office of Education - call 363-5454)

(2)

students write to a humane organization for its viewpoint on the use of animals in entertainment. After reading the literature, students reassess what forms of entertainment they feel represent acceptable uses of animals. Have they changed their minds about any forms of entertainment?

PHS RESOURCES: Children's Book - "Animal Rights: Stories Of People Who Defend The Rights of Animals" by Patricia Curtis.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

MATH

(1) LEARNER OUTCOME: Students will recognize that the space needed to provide natural habitats for captive animals is determined by behavioral as well as physical needs.

TEACHING STRATEGY: Demonstrate how to measure area using square feet or square meters. Lead class in discussion of what constitutes human natural behavior (e.g., playing, grooming, exercising, food gathering, interacting with other humans).

LEARNING ACTIVITY: Students measure their own bedrooms and record the area in square feet or meters. Then, students discuss whether this space, if properly equipped, would be adequate for them to live in and would meet their physical needs. What about their behavioral needs? Would they be satisfied confined to such a minimal space?

(2) LEARNER OUTCOME: By surveying their families, students will recognize the ways in which individuals are working to keep the environment healthy.

TEACHING STRATEGY: Discuss actions that individual families can take to help keep the environment healthy (e.g., recycling cans, bottles and paper, using public transportation, making compost piles, curtailing use of pesticides and herbicides, cleaning up after pets). Help students formulate these items into a checklist.

LEARNING ACTIVITY: Students prepare checklist and survey families to see how many of the practices each family follows. Then, students use the collected information to figure percentages of families engaged in each activity. As a class, students discuss ways that children can help to keep the environment healthy for humans and other animals.

(3) LEARNER OUTCOME: Students will recognize that some animals' habitats cover large areas.

TEACHING STRATEGY: Help students identify several animals that migrate regularly (e.g., whales, most birds, monarch butterflies, eels, some African plains animals. Discuss why animals migrate.

LEARNING ACTIVITY: Student groups each choose a migrating animal and use classroom or library resources to research its migratory route, including such information as the distance it travels, how long its migration takes, and the continents, countries, or oceans it crosses. Then, students combine information and make three classroom charts, placing the animals in rank order according to distance traveled, time traveled, and number of countries, continents, or oceans crossed. Discuss: What happens to the animals if their migratory routes are interrupted by human constructions (e.g., pipelines, roads, cities, dams).

Note: A perfect example would be the "gray whale" who migrates along our California coastline every winter and whose migration is threatened by the possibilities of oil drilling.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

LANGUAGE ARTS

(1) LEARNER OUTCOME: Students will define the concepts of "necessity" and "luxury" and apply them to animal products.

TEACHING STRATEGY: Write "necessity" and "luxury" on the board and have students look up definitions for the words. Discuss definitions with the class. Then, provide pictures of samples of various animal products (e.g., meat, diary products, eggs, leather, wool, fur coats, scrimshaw, ivory, feather ornaments, musk perfume) and help students identify the products and the animals, from which they were made.

LEARNING ACTIVITY: Students determine whether each product is a necessity or a luxury. Then students discuss whether or not it is important for humans to have the luxury products if they involve the killing of an animal. Each student chooses a luxury item and writes a paragraph explaining whether he/she would: (1) use the item even if an animal were killed and alternatives were available; (2) use the item only if an alternative were not available; or (3) not use the item even if an alternative were not available. Note: In order to encourage students to think freely and express honest opinions, assure them that their papers will not be collected.

PHS RESOURCES: 16 mm Film - "Trapping: Furs and Fashions"

(2) LEARNER OUTCOME: Students will recognize that the concept of suffering can involve more than physical pain or injury.

TEACHING STRATEGY: Elicit discussion about what it means to suffer. Is suffering always a result of physical injury? Can you suffer because your feelings are hurt? Because you are bored and have nothing to do? Because you are lonely? Because you are frightened? Explain that some animals can also suffer for many of these same reasons. Present the following situations to students: (1) a dog tied to a tree in the backyard all the time and left alone; (2) a chicken confined to a small cage off the ground where it can't stretch its wings, or scratch and peck; (3) a wild animal captured and confined in a small cage.

LEARNING ACTIVITY: Students describe how each situation might cause the animal involved to suffer. Students suggest ways in which the animal's suffering might be alleviated.

PHS RESOURCES: Booklet - "Factory Farming" by Humane Society of the United States.

(3) LEARNER OUTCOME: Students will use the information provided in a book about zoos to define the function of the zoo as an education and conservation center.

TEACHING STRATEGY: Ask students: What is a zoo? Why do we have zoos? What types of animals live in the zoo? Where do these animals come from? Define one of the primary functions of a zoo as education, providing humans with a place where we can learn about animals and how they live. Read a book (see resources) that describes the function of the zoo as an education and conservation center and discuss the importance of natural exhibits. After reading the book discuss how natural habitats benefit the animals and make the zoos more educational for humans.

LEARNING ACTIVITY: Students summarize the information provided in the book, including the summaries answers to the questions: What is a zoo? Why do we have zoos? and Why is it important to provide natural habitat exhibits for zoo animals?

PHS RESOURCES: Children's Book - "Going To The Zoo With Roger Caras" by Roger Caras.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

TEACHER'S KEY

VOCABULARY WORKSHEET

1) Biomedical Research h
2) Confiscated f
3) Endangered Species b
4) Exotic Pets j
5) Exploitation g
6) Factory Farming c
7) Inhumane a
8) Laws i
9) Moral d
10) Roadside Zoo l
11) Smuggle k
12) Steel-Jaw Trap e

CRACK THE CODE

a = 600	n = 11	i = 5555	h = 1
s = 100	m = 75	l = 96	o = 699
v = 294	t = 55	r = 828	g = 260
e = 696			

Secret Code: Animals have rights, too!

WORD JUMBLE

MIAANL GRSITH = animal rights
ARRHESCE = research
FEUSFR = suffer
BLAEIRTE = liberate
MHNUEA = humane
WLAS = laws
ETSEL - AWJ PTAR = steel-jaw trap
GLFHLUBTI = bullfight

C A N T H E Y S U F F E R ?

CROSSWORD PUZZLE

DOWN:
1) research
3) dogfighting
5) bucking
7) gorillas
8) humane
10) rabbits
11) pollute
15) exotic

ACROSS:
2) wild animals
4) veal
6) bullfight
8) hunting
9) chickens
12) calves
13) dangerous
14) people
16) roadside
17) extinct
18) racehorses

SUGGESTED READING LIST FOR TEACHERS

- ALTERNATIVES TO PAIN: In Experiments On Animals
  by Dallas Pratt, M.D. - Argus Archives

- ANIMAL FACTORIES
  by Jim Mason and Peter Singer - Crown Publishers, Inc., New York

- ANIMAL LIBERATION: A New Ethics For Our Treatment Of Animals
  by Peter Singer - Avon Books, New York

- ANIMALS' RIGHTS
  by Henry S. Salt - Society For Animal Rights, Inc., Pennsylvania

- ANIMAL RIGHTS AND HUMAN MORALITY
  by Bernard E. Rollin - Prometheus Books, New York

- ANIMAL RIGHTS: Stories Of People Who Defend The Rights Of Animals
  by Patricia Curtis - Four Winds Press, New York

- ON THE FIFTH DAY: Animal Rights and Human Ethics
  edited by Richard Knowles Morris and Michael W. Fox - Acropolis Books, Ltd., Washington, D.C.

- SLAUGHTER OF THE INNOCENT
  by Hans Ruesch - Bantam Books, New York

All of the above books are available for loan through the Peninsula Humane Society's Humane Education Library. To reserve, please call 340-8130.

Peninsula Humane Society Education Department 12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720

RESOURCE LIST

The following organizations have a wide range of literature available on various animal rights issues. Contact them for a list of their publications and materials.

ANIMAL PROTECTION INSTITUTE (API)
P.O. Box 2205
Sacramento, CA 95822
(916) 422-1921

ANIMAL WELFARE INSTITUTE
P.O. Box 3650
Washington, D.C. 20007

DEFENDERS OF WILDLIFE
1244 19th Street, N.W.
Washington, D.C. 20036

THE FUND FOR ANIMALS
Fort Mason Center, Building C
San Francisco, CA 94123
(415) 474-4020

THE HUMANE SOCIETY OF THE UNITED STATES (HSUS)
2100 L Street, N.W.
Washington, D.C. 20037

PEOPLE FOR THE ETHICAL TREATMENT OF ANIMALS (PETA)
P.O. Box 56272
Washington, D.C. 20011

SOCIETY FOR ANIMAL RIGHTS
421 South State Street
Clarks Summit, PA 18411

ANIMAL RIGHTS EVALUATION SHEET

School _____ Docent or animal's name _____

Teacher _____ Grade level _____

Please fill out the following questionnaire. Your response will help us to improve our presentations.

1. Topics covered and vocabulary used in the presentation were:

5	4	3	2	1
very appropriate		*somewhat appropriate*		*okay*

2. Presentation was:

5	4	3	2	1
very interesting		*somewhat interesting*		*okay*

3. The Teachers' Packet was:

5	4	3	2	1
very useful		*somewhat useful*		*okay*

4. Part of the program you found most valuable?

5. Part of the program you felt was least interesting to your students?

6. Were visual aids used by the Docent? *Yes* _____ *No* _____
   If so, what visual aids were used? _____ _____.and
   were they valuable to the program? *Yes* _____ *No* _____
   If visual aids were not used, were they needed? *Yes* _____ *No* _____

7. Please rate the Docent visiting your class on the following areas using the scale of: 5=*outstanding;* 4=*excellent;* 3=*above average;* 2=*average;* 1=*okay*

_____ Interesting	_____ Good with kids	_____ Friendliness
_____ Knowledge of subject	_____ Class involvement	_____ Organization of subject matter

8. Please share any suggestions or criticisms you may have regarding the presentation.